Western Great Lakes American Indian Life
AIS 203
Fall 2017
Meets: Monday and Wednesday with scheduled Discussion
1:00 – 1:50 pm   Physics 137

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Description:
This course will examine the history of the Great Lakes and the people defined by them with a particular emphasis on Great Lakes American Indian communities. Through oral histories, primary documents and critical summaries of the topic, we will trace the connection people have forged with the lakes and how Great Lakes cultures have changed over time. You will consider the way history is created in prose and in images. You will also be asked to think about the way our histories shape the world around us and how history is continually being rewritten.

All readings will be on the course D2L site. Expect to read about 10 – 20 pages per week. I will post them all in advance so you can read ahead if you like.

Please note that I imagine everyone can and will earn an A. This course is NOT graded on a curve. The only thing between you and a perfect score is time and your contribution. Please let me know if you are having any problems meeting expectations.

Assignments:
20% Map Presentation (you will make your own “map of history” and share it with the class)

20% Participation in Lecture and Discussions  (meaning show up and enjoy class conversation)

20% Midterm (multiple choice and short answer based on first ½ of class)  One retake is possible!!

20% Final (multiple choice and short answer based on second ½ of class)  One retake is possible!!

20% Response Papers (Every other week you will be asked to sum up recent readings and discussions in a short paper submitted to DropBox. This also gives you a chance to ask any questions you may not have raised in class or discussion.

Grading Scale:
A-  90-92   A  93-100
B-  80-82   B  83-86    B+  87-89
C-  70-72   C  73-76   C+ 77-79
D-  60-62   D  63-66   D+67-69
F   59 or less
Response Papers:
Every other week you should submit a short response paper to the DropBox Folder. Response Papers should be at least 500 words which is about 2 pages double spaced or one page single spaced. This is also typically about 4 paragraphs or 20 sentences. The point of this writing is to give you time to reflect on the readings, how they fit into class and how they may relate to your own overall studies.

Here is how grades will be assigned for the Response Papers:

5 points  On time.
         Papers should be posted each week as noted on the syllabus. (They will be due Thursdays at midnight except on exam weeks when there will be no papers.)

10 points  Critical Thinking
         You should explain your scholarly view of the readings. Some of the questions below might be helpful but you do not need to answer these specific questions and you would not need to answer them all in one paper)
         • Were the readings what you expected? Why or why not?
         • Did you find they conflict with other information?
         • Did they leave you wanting to know more? If so, what?
         • Would you have done something differently if you had been at the point in history that we were reading about?
         • Have you and your friends and family ever talked about the topic? Did everyone see it the same way?
         • Have you ever heard about the topic in other classes or the news? If so, explain when and why. If not, do you think it should be more widely known?
         • Are you inspired to write a song or poem about the topic? If so, do it! Creative writing is an acceptable response to historical reading.
         • Is there any research that you would do related to this topic? What questions does the reading make you ask?

5 points  Direct Quotes
         Be sure to include at least direct 2 quotes (using quotation marks). You may choose to note the source as part of your sentence or you may note the author and page number in parentheses. For example:

         As Brenda Child explains in her book, My Grandfather’s Knocking Sticks, “the complex and orderly system of ecological guardianship” was not easy to maintain.

         Or

         I found it interesting to read about a “complex and orderly system of ecological guardianship” because that is what we still strive for today (Child, 45).

You should use the format common to your major. Typically this will be one of the following:

MLA - https://owl.english.purdue.edu//owl/resource/747/02/
APA - https://owl.english.purdue.edu/owl/resource/560/02/
General Stuff:
The Department of Education has mandated that all courses require 48 hours of work per credit hour. This means for this three credit course, you should dedicate 9 hours of time each week (three hours in class and six hours outside of class).

*Students with disabilities.* Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following: http://www4.uwm.edu/sac/SAClitr.pdf

*Religious observances.* Policies concerning accommodations for absences due to religious observance can be found at http://www4.uwm.edu/secu/docs/other/S1.5.htm

*Students called to active military duty.* Accommodations for absences due to call-up of reserves to active military duty can be found at the following sites:
Students: http://www4.uwm.edu/current_students/military_call_up.cfm

*Incompletes.* A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. http://www4.uwm.edu/secu/docs/other/S31.pdf

*Discriminatory conduct (such as sexual harassment).* Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. Find UWM policy details here: http://www4.uwm.edu/secu/docs/other/S47.pdf

*Academic misconduct.* Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.

http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

*Complaint procedures.* Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

http://www4.uwm.edu/secu/docs/other/S49.7.htm

*Grade appeal procedures.* A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.

http://www4.uwm.edu/secu/docs/other/S28.htm

*Other:* The final exam requirement, the final exam date requirement, etc.
http://www4.uwm.edu/secu/docs/other/S22.htm
**Schedule**

Note: Weekly readings and Guest Lectures are still pending. Expect to meet at least 4 other faculty from across campus and read about 10 – 20 pages per week.

**W 9/6** – Introduction - Maps, memories and making history

**M 9/11**  Creation Stories – Haudenosaunee, Three Fires, Menominee

**W 9/13**  Great Lakes Atlas

**M 9/18**  Guest Speaker Tim Grundl  
Read the following series by Dan Egan  

**W 9/20**  Water Walkers and the Great Lakes Commons

**M 9/25**  Huron History  
Huron History by Bruce Trigger on D2L

**W 9/27**  Sac and Fox History  
Black Hawk’s Life by Arnold Krupat

**M 10/2**  The Great Law of Peace, Trade and The Treaty of Montreal  
The Great Law of Peace by David Wilkins

**W 10/4**  Native Unity – From Anishinaabe Power to Pontiac and Tecumseh – Guest Speaker Cary Miller  
Power in the Anishinaabeg World by Cary Miller

**M 10/9**  Settling and Nation-building  
The Glaize by Helen Tanner  
Journal of Major Jeremiah Fogg

**W 10/11**  Early Ideas About Indians – Expeditions to Boarding Schools  
Iron Will  
Ethnocide in the School House

**M 10/16**  Removal, Reservations, Allotment – Potawatomi, Ho-Chunk, Ojibwe  
Deporting the Potawatomi  
The Wisconsin Death March by Satz

**W 10/18**  Relocation and Termination – Oneida and Menominee  
The Oneida Reject Termination  
Menominee Restoration

UWM Pow Wow

**M 10/23**  Midterm Review

**W 10/25**  Midterm

**M 10/30**  My Grandfather’s Knocking Sticks – Chapters 1 and 2
W 11/1  My Grandfather’s Knocking Sticks – Chapters 3 and 4

M 11/6  Civil Rights
                   We Hold this Rock by DeLuca
W 11/8  Act 31
                   Hidden Transcripts by Patty Lowe

M 11/13  Reservation and Urban Indian Communities Today

W 11/15  Mohawk Interruptus – Part 1

M 11/20  Mohawk Interruptus – Part 2

W 11/22 – 27  No Class and No Discussions – Thanksgiving Break

M 11/27 - Traditional Indigenous Ecology
                   Three Food Plants by Mary Geniusz

W 11/29 - Forestry in the Great Lakes
                   Visit: http://www.ncrs.fs.fed.us/gla/reports/history.htm

M 12/4 - Relationships Land and Minerals

W 12/6 - Endangerment and Invasion

M 12/11 – Indian Humor and Celebration

W 12/13  Gallery of Maps

Final